

Need Analysis of English Ebook Based on *Merdeka* Curriculum for Indonesian Senior High School Students

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Abstract. This study intended to find out teachers' and students' problems, needs, and wants in developing an English ebook based on the *Merdeka* curriculum for Indonesian Senior High School. The method used in this study is the Research and Development (R & D) method with the ADDIE model. It has five stages: analyzing the needs, designing the material and media, developing the product, implementing the product, and evaluating the product. The study focuses on the need analysis stage. The subjects used in the study are tenth-grade of Senior High School teachers in Pandeglang, Banten that applied the *Merdeka* curriculum. The data collecting technique in the study were interviews and document analysis. The instruments used are an interview guide and an analysis sheet. The data were analyzed and described qualitatively. The finding showed that the current English coursebook does not reflect the *Merdeka* curriculum. The teachers and the students need an English ebook which simple and suitable for learning English. Therefore, the findings serve as the foundation to develop an English ebook based on the *Merdeka* curriculum for Indonesian Senior High School students.

Key words: Ebook; Merdeka Curriculum; Need Analysis

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INTRODUCTION

The fourth industrial revolution (IR 4.0) changes the way students learn and the way teachers teach these days, especially in English language teaching (ELT). In this digital age, English has become the most popular language to use. They live using digital devices in hand and being online becomes their lifestyle. Hence, they can easily get the information they want quickly. On the other hand, teachers of the 21st century were challenged to keep looking for new approaches to learning that suit the student's needs. A new approach called education 4.0 come to exist as a result of IR 4.0. Hariharasudan and Kot (2018) state that education 4.0 is a technology-enhanced upskilling in the teaching and learning process to meet the needs of students. This can be done in many ways. One of them is by using technology-supported teaching materials. The teaching materials used to be compiled in a textbook, but with the advancement of ICT, books have evolved to be produced digitally, which are known as digital books (ebooks). Digital books represent the final stage of book evolution (Bozkurt, Okur, and Karadeniz, 2016). An ebook is a book that is entirely digital in format. It combines both technology and human capacities, as what was promoted in education in the fourth industrial revolution, namely integrating cyber technology into the teaching and learning process (Haron, 2018).

Coursebook remains to have an essential part of the English teaching and learning activities in the classroom (Attiullah, Fitriati & Rukmini, 2019). The purpose of an English coursebook is to provide a learning guide in activities that will assist students in achieving competency. Most of the teaching and learning objectives have previously been supplied in a collection of resources and activities based on the needs of the students (Cunningsworth, 1995). The Ministry of Education and Culture of Indonesia has released a standard coursebook for all subjects, including English (Rinekso, 2021). They are designed to be the primary teaching and learning resources in all Indonesian public schools. Because the formats are in ebooks or pdf files, the standard coursebooks are electronic school coursebooks, and they should be based on the current curriculum. Therefore, all public schools can use coursebooks in various ways, either as Ebooks or printed coursebooks. Innovation in the form of an ebook or digital book is a good choice for assisting students in learning the language optimally autonomously in the classroom.

The English ebook should serve as a primary tool for completing the previously planned curriculum. It is a foundation for completing the education requirements. The curriculum has been used to meet the set of abilities that students need. As a result, the Indonesian government is actively pursuing breakthroughs in various methods,

including curriculum reform, students' character building, engagement with teacher classrooms, and teaching-learning innovations. The curriculum reform is intended to improve the educational system (Thoyyibah, Hartono & Bharati, 2019). In Indonesia, certain types of curriculums have been implemented in schools. There are Curriculum of 1947, 1952, 1964, 1975, 1984, 1994, 2004 or *KBK* (Competency-Based Curriculum), 2006 or *KTSP* (School-Based Curriculum), 2013, and the most recent one, *Merdeka* Curriculum (Raharjo, 2020). The curriculum must be designed by an authorized institution with the required expertise and capacity (Maryono & Emilia, 2022). *Merdeka* curriculum is a curriculum with learning diverse intra-curricular where content will be optimized so that students have enough time to explore the concept and strengthen competence (Kemdikbud, 2022).

Curriculum transformation in Indonesia is a sign that digital education is on the rise in the country. As an answer to the challenges of education in the digital era, the government has launched the *Merdeka* curriculum. In addition, the *Merdeka* curriculum is also motivated by the low literacy and numeracy abilities of students. The 2018 Program for International Student Assessment (PISA) study revealed that the average score of Indonesian students in literacy and numeracy was below average. Through "upgrading" the curriculum, the government wants to improve the literacy and numeric skills of Indonesian students. In addition, the Covid-19 pandemic that has hit Indonesia for the past two years requires all educational activities to be carried out at home. As a result, the Indonesian education system has experienced a learning loss. Therefore, various efforts have been made by the government as a form of recovery. One of them is to give freedom to each educational unit to choose the curriculum applied in schools based on the needs of school residents, especially students.

This study is defined as a collection of research that has been done in several other studies. It describes some previous research that is relevant to the EFL ebook. Ebied and Shimaa (2015) investigated the effect of ebooks on high school students learning outcomes. The result revealed a significant difference in learning outcomes between groups that used ebooks and those that did not. Rockinson, et al. (2013) examined the comparison of ebook versus printed books on university students' learning processes. The results found that, in addition to effectively

influencing cognitive learning outcomes, ebook use had a higher significance in influencing affective and psychomotor learning outcomes than printed ones, indicating that the use of ebook in the learning process at the university level needed to be improved. There are also studies regarding students' perceptions of their need for interactive ebooks for advanced grammar (Fitrawati and Syarif, 2018) and whether or not it is advantageous for education (Alshaya and Oyaid, 2019). Sun et al. (2012) conducted a survey to gather student feedback on how ebooks could help them understand better. The findings show that helpful response ebooks for assisting students' learning have a direct impact on their learning. In other words, if a student believes an ebook will help them learn better, their learning outcomes will improve.

The ebook is designed to be easy to use and has interactive components that might help students learn English. It also has function as a resource or reference for classroom teaching and learning activities or as reading materials for students and the general public (Hartono, 2019). Previous studies mostly looked at ebooks, which are often in a single file format containing just basic multimedia features with less interaction. As a result, the study aims to fill a gap in developing a model of English ebook that comprise a mix of multiple multimedia components with high interactivity and implemented current curriculum. Therefore, the study attempts to develop English ebook for Indonesian senior high school based on *Merdeka* curriculum and focuses on the need analysis stage. It is an important stage before designing English materials. Based on some perspectives, the purpose of need analysis is to determine what English-language learners must do to fulfill their needs. (Wijayanto, Saleh, Mujiyanto & Hartono, 2017). The study hopes can give knowledge about good English ebook for English teaching. It can help the teacher select and evaluate good English ebook before deciding to use them in the teaching-learning process. The study also can help people be more careful in developing English ebook and provide general knowledge about how to develop English ebook for Senior High School students.

METHODS

The method of the study used was research and development (R & D). The ADDIE development model was used to implement the development design, which included five stages

of activity: Analysis, Design, Development, Implementation, and Evaluation (Aldoobie, 2015). The study focuses on the need analysis stage. The subjects used in the study are two English teachers in the tenth grade of Senior High School teachers in Pandeglang, Banten that applied the *Merdeka* curriculum. The data collecting technique in the study were interviews and document (curriculum) analysis. The instruments used are an interview guide and an analysis sheet. The data were analyzed and described qualitatively.

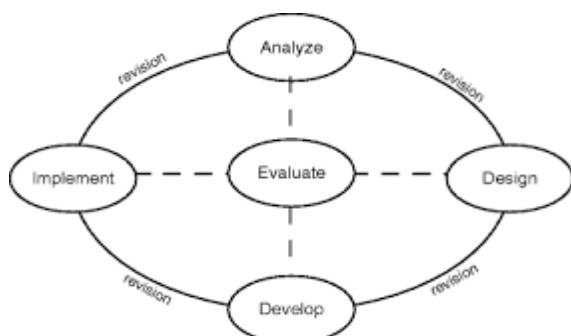


Figure 1. ADDIE Model

RESULTS AND DISCUSSION

Students' Need Analysis

During the need analysis stage, the study interviewed senior high school English teachers in Pandeglang, Banten. The interview consists of ten questions about teachers' and students' problems, needs, and wants. Based on the interview results, it can be concluded that teachers had attempted to educate the students to the best of their abilities. The teacher attempted to cover as much of the material in the English ebook as possible by organizing the explanations and activities in the teaching and learning process. If students had difficulty understanding the materials, the teachers made it easier for them to ask questions. Furthermore, the teacher routinely offered support to students and encouraged them to express themselves in English.

English coursebooks should integrate six skills, but the teachers assessed that the book currently used for learning English in the

classroom had not implemented the six skills. It could be stated that the current coursebook does not reflect the *Merdeka* curriculum. Therefore, the teachers suggested creating and developing an English ebook based on the student's needs and the current curriculum. They argued that ebooks are simpler than printed books and are suitable for learning English. The teachers also provided feedback on the criteria for a good English coursebook, which include an ebook with a cover, color, font, exciting pictures, audio for listening, content that is associated with the curriculum, easy-to-understand language, exciting and relevant topics, and English language skills integrated into the ebook. In line with that, Litz (2000) mentioned that a quality coursebook will have a quality coursebook package, methodology, layout and design, activities and tasks, skills, and language content. A good ebook as having good content, interface, interaction, and technology (Bozkurt & Bozkaya, 2015).

Curriculum Analysis

In curriculum analysis, this study identified and determined English Learning Outcome or the *Capaian Pembelajaran (CP)* in *Merdeka* Curriculum. On the basis of the outcome of the CP analysis, at the end of tenth grade (Phase E), students engage in spoken and written English texts, as well as visuals, to communicate with the situation, purpose, and audience/reader. At this stage, several types of texts such as narration, description, procedure, exposition, recount, report, and authentic texts become the primary references in English study. Students in this phase use English to convey wishes/feelings and discuss themes relevant to their daily life or current situations. They read a written text to learn something or obtain information. In English, implicit inference skills for comprehending information began to develop. Students create text that includes a greater variety of writing and visuals, as well as an understanding of the goal and target audience (Kemdikbud, 2022).

Table 1. English Learning Outcome at 10th Grade (Phase E) of SMA

No	Aspect	Description
1.	Learning Objective	At the end of Phase E, students communicate in English using spoken, written, and visual texts according to the situation, purpose, and audience/reader.
2.	Text Type	Narrative, description, procedure, exposition, recount, report, and authentic text

3.	Learning Outcomes Based on Elements	
	Listening-Speaking	By the end of Phase E, students are able to communicate in English in a variety of contexts and for a variety of purposes with teachers, peers, and others. They utilize and respond to questions and strategies to initiate and sustain conversations and discussions. They comprehend and identify the central ideas and pertinent particulars of discussions or presentations on youth-related topics. They express their opinions on youth-related issues and discuss youth-related interests in English. They offer comparisons and make them. In certain contexts, they convey meaning through non-verbal cues such as gestures, speed, and pitch.
	Reading-Viewing	By the end of Phase E, students will be able to read and respond to a variety of texts, including narratives, descriptions, procedures, expositions, recounts, and reports. They read to gain knowledge or gather information. They identify and evaluate the specific details and main ideas of various texts. These texts may be printed or digital, and may include visual, multimodal, or interactive elements. They are developing an understanding of the main ideas, issues, and plot development in various texts. They are identifying the author's intentions and develop simple inference skills to help them comprehend implied information in the texts.
	Writing-Presenting	By the end of phase E, students write a variety of fiction and nonfiction texts with an awareness of purpose and audience through guided activities. They plan, compose, review, and revise a variety of text types with evidence of self-correction strategies, including punctuation and capitalization. They use everyday vocabulary and verbs in their writing to convey ideas. They present information in print and digital formats using diverse modes of presentation to accommodate diverse audiences and achieve diverse goals.

Learning outcome or *Capaian Pembelajaran (CP)* in learning English is divided into several elements. These are listening, speaking, reading, viewing, writing, and presenting elements. Through developing English ebook, learning materials will be something that is the curriculum that must be mastered by students by their competencies to achieve competency standards for English subjects. Ebook is the most important part of the learning process, even if it is the core of learning activities. The success of a learning process is determined by how many students can master the curriculum material.

Curriculum changes present new challenges for developing effective lesson plans, innovative and meaningful teaching and learning processes, and assessing learning outcomes in the discipline of English learning (Sofiana, Mubarok, Yuliasri, 2019). The *Merdeka* curriculum was designed to be a more flexible curriculum framework that focuses on essential materials while also developing students' character and competence. The main features of this curriculum that support

learning recovery are (1) project-based learning for soft skills and character development based on the Pancasila student profile, (2) focus on essential material so that there is enough time for in-depth learning of basic competencies such as literacy and numeracy, and (3) flexibility for teachers to carry out differentiated learning based on student's abilities and make adjustments to local situations (Kemdikbud, 2022).

In addition to learning English, the *Merdeka* curriculum allows learners to expand their perspectives in terms of self, social relationships, culture, and globally available job opportunities. Learning English helps students to get access to the outside world and understand different ways of thinking. Their awareness of socio-cultural knowledge and intercultural communication can help them develop their critical thinking skills. They build a strong understanding of Indonesian culture, strengthen their identity, and can appreciate diversity by studying other cultures and their relationships with various cultures in Indonesia.

The Merdeka curriculum emphasizes the use of English in six language skills, namely listening, speaking, reading, viewing, writing, and presenting in an integrated technique in various types of text. The Common European Framework of Reference for Languages: Learning, Teaching, and Assessment (CEFR) and equivalent level B1 is used to describe the learning achievement of these six English skills. Level B1 (CEFR) reflects the specifications seen in students' ability to maintain interaction and convey something desired, in a variety of contexts with clear articulation, express the main idea that wants to convey comprehensively, and maintain communication even if there is still a pause at times.

CONCLUSION

The conclusion that can be drawn from the study's findings is that the need analysis shows that the current English coursebook does not reflect the *Merdeka* curriculum. The teachers and the students need an English ebook which simple and suitable for learning English. Therefore, the interview result and learning outcome (*Capaian Pembelajaran*) review of the findings serve as the foundation to develop an English ebook based on the *Merdeka* curriculum for Indonesian Senior High School students.

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